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PROVIDING OF THE INFORMATION SECURITY OF THE SCHOOLCHILDREN'S THINKING CULTURE

In the article it is provided a modern state of the problem of the information security providing of a schoolchild's personality, there are disclosed several supporting aspects as a guaranty of the remaining of the society spirituality and cultural intergenerational continuity. They bring a comparative analysis of the electronic mass media impact results on the process of thinking, forming of the young people value system of two dynamically developing countries — Kazakhstan and China.

Keywords: *culture of personality, culture of a schoolchild's thinking, socialization security, information security, school environment information security.*

Culture of thinking as a component part of a general culture of a personality (capabilities to the mental self training), according to the opinion of specialists, is a capability to the training and *abstraction, experience accumulation* (knowledge and skills), adaptation adequate to the changing conditions, when a person *can solve* different tasks, easily to redevelop one task to another [1]. Thinking culture occupies a special place among other characteristics of a cultural person. This, under the expression of A. Kh.Kasymzhanov, is probably “a primary layer”, culture of his culture [2]. And, may be, its acquirement is

of a special importance, however, a sufficient complexity as well in the modern conditions when there is a destruction of the traditional values, uncompromised information war for the young generation brains.

We make an accent on a necessity of a system support of the security state of the information socialization process of a modern school child. At present, information volume and influence submitted to the modern personality so raised that it is allowable to say that the information itself transforms into one of the leading socialization factors, as well as powerful as the family, school and benchmark group [3]. A peculiarity of the information socialization is that it is practically uncontrolled.

Practically every single moment the child is impacted with a different information which character changes from the useful and necessary content to the plainly aggressive, manipulative one.

In a special literature there are descriptions of heavy dependency forms connected with the interaction of a person with global information networks (Internet), various game addiction forms, law violations connected with an impact of the information on the school child's personality. The most danger in the humanitarian aspect is presumed in a destruction of a spiritual and moral culture of the forming personality by means of unfair information.

In our article we draw attention to Internet resources impact on the culture of the modern school child, his thinking.

In general, specialists mark that the culture of the society that is explored by a young man is an evolutionary and valuable information; it is a sort of message forwarded from the past to the present and future generations of people. It is a *history* accumulating the past, it is a *social memory* of the society personified in its present existence. The culture like a genotype of organism is a product of the naturally historical selection that is a talisman, warranty of its steadiness, progressive development, and every personality is called to be its quivering carrier [4].

It is well known, the information security of the schoolchildren is a state of protection of children when there is no risk connected with information damage to the development of a personality. This damage, through the information violation, an actively imposed and advertised in the Internet countercultural behavior, causing damage to physical, psychic, spiritual and moral development of schoolchildren, their social culture, generates various deviation forms that the society hardly manages.

Through social networks, that hedged the life of the modern person, disinformation tsunami spreads. D. Nazarbayeva, Deputy of the Parliament of the Republic of Kazakhstan, has marked that the society is to learn to defend from the negative impact of these processes not forbidding them [5]. There exists a real danger of a cultural “colonization” with Eurocentrism, traditional values losses (good neighborliness, mutual help, patriotism, respect to older people, its culture and history) as a consequence of a hegemony plantation of only definite world vision. By means of information technologies a system of values easily enlarges where the point of life are the market values and consumer’s attitude of the rising generation to the life [6, p.26].

Internet as the most mobile and perfect communication mean often takes legislation functions, in many aspects “individually” forming a set of life targets and orientations of young people.

In modern conditions, the computer can become both “a friend” and “assistant” and even “tutor”, “teacher”, and can be a powerful deviation hotbed. P. A. Astakhov, Children’s Ombudsman of RF President, in one of his speeches, marked very exactly that children often accept at face-value everything that watch on TV and in Internet. Because of age, no life experience and skills in media literacy field, they are not always able to recognize manipulative techniques used in advertised and other information, do not analyze a confidence limit of information and its sources originality. We want children to become full-fledged citizens of their country — those who can analyze and critically relate to the information product. They have to know what jeopardizes lie in wait in the net and how to avoid them [7].

It is not news already, that schoolchildren have serious psychological problems after self-forgetful work in the Internet, that there is an expansion of young offenders and drug addiction, an appearance of new victimity forms, especially Internet addiction. According to the results of questionnaire of schoolchildren of two countries we tried to detect the essence of changes happening in the culture of the modern school child and the place that is occupied by the Internet in its forming as a socializing factor.

A quiz made among Kazakhstani schoolchildren (8, 9, 10 forms) of such cities of the Republic like Atyrau (school № 5 named after G. Musrepov — 70 respondents), Kostanay (schools № 27 and № 1—41 schoolchildren), Ust-Kamenogorsk (№ 17 named after M. Auezov and № 44—68 respondents) hymkent (school № 4—59 schoolchildren), Taraz (school № 43—70 respondents), Kyzyl-Ordya (school № 211 named after Baitursynov — 69 respondents) in February-March, 2015, embraced 429 teen-agers.

The results of the test under Kimberly Young (adapted by Oxana Fadeyeva) submitted to the schoolchildren for Internet addiction detected the following:

24—49 points (ordinary Internet users who can control themselves and do not have game addiction) out of total number of schoolchildren — only 23,11 %.

50—79 points (these respondents have some problems connected with the excessive devotion to the Internet) had 35, 48 % quiz participants.

80—100 points (these respondents have significant problems with usage of the Internet, this category already needs a help of a psychiatrist) had 40,11 % of the high school children.

Answering the question “How often do you open Internet sites?” 91,48 % marked that they do it every day; 3 times a week — 4,45 % of respondents. 3,84 % respondents answered that do not use Internet at all.

Curiously, that answering the question “How much time do you spend for the work in the Internet?” there were found some respond-

ents (1,5 %) stating that they spend 10–20 minutes of work as an Internet user. 2,5 % of schoolchildren for the work dedicate 30 minutes in average; 1 hour is necessary for 16,67 % respondents. 2 hours as a minimum work in the Internet 31,4 % of schoolchildren showed. For 9,89 % of schoolchildren it is enough 3 hours of work; 4 hours are necessary for 10,66 % respondents. The work in the Internet *more than 5 hours* embraces the most significant number of users — 17,35 %. *More than 10 hours before the screen* are spent by 7,84 % of schoolchildren. Answers were also formed like “there (i. e. in the Internet) — all day long” — 25,4 % of respondents. 2,19 % preferred to avoid answering. In summary: 61,25 % of schoolchildren spend 4 and more before the computer. How exactly is spent this piece of life every day?

Answering the question “How usually you use the time in the Internet?”, opinions of respondents were spread the following:

- a) Net communication-61,80 %;
- b) Information search for the school reports — 9,41 %;
- c) Just “walking in the Internet” — 8,01 %;
- d) Play computer games — 14,05 %;
- e) Own version — “Watch films, music clips, commercials” — 6,73 %. I.e., 90, 59 % spend the time allowed basically for communication and entertainment but not for applied aims (for preparation to the studies).

“I often use Internet in order to play my favorite game” 56,16 % of schoolchildren answered affirmatively.

The respondents were also asked the following: “Do the parents control Internet use process?” In 53,98 % cases schoolchildren answered “yes”; 37,16 % of respondents answered “no”; “sometimes” — parents of 8,86 % quizzed. Thus, 46,02 % parents ride a pony. This is possibly a not insignificant factor that brought to the fact that more than 40 % of quizzed schoolchildren have had the Internet addiction demanding psychiatric treatment.

We also used the quiz method in February-March, 2015, in Harbin and Guizhou schools, schools of China. Totally there were quizzed 186 Chinese schoolchildren, 12 forms graduates of Harbin

City (school № 24) — 58 respondents, г. Shenyang (school № 27) — 65 schoolchildren, Guizhou (school № 2) — 63 students. Quiz of Kazakhstani schoolchildren were made in 6 schools of Almaty City (graduates of 11 forms) of school № 132—30 students, school № 68—30 respondents, secondary school № 70—24 graduates, private school Haileybury in Almaty — 40 students, 15 o secondary school of Iliyskiy region (suburban school) — 30 students, csecondary school named after Belinskiy of Almatinskiy region — 30 respondents. Total — 184 schoolchildren.

During research we were trying to establish similar traits and differences of young people in the process of school socialization and detected a significant adherence to the traditional values of the Chinese students (through deep humanitarian component of the educational process) that lightens a self-control formation and reduces a risk of electronic victimity addiction appearance.

Then in September, 2015, we made a research in Harbin third high secondary school and sixth high secondary school (10,11,12 forms) to confirm a hypothesis of a steady growth tendency of the Internet addiction in the environment traditionally highly value the time. In the quiz there were asked 156 Chinese schoolchildren.

We should mark that the Chinese schoolchildren are not so prodigal in using the time resource. Though the majority of them (53,21 %) may and can use the Internet any time, 54,49 % out of them use only about 1 hour; not more than 30 minutes are used by 32,05 % of respondents; more than 1 hour of the world information net is used by 13,46 % of respondents..

The schoolchildren often use the Internet not for games to play, but first o find a necessary information for the work and then “to give up” to the favorite computer game. Compared to Kazakhstani counterparts the majority (51,16 %) of which begin the computer knowledge from game, the Chinese teenagers prefer “to make a job”.

How usually is used the Internet time by the Chinese schoolchild? Answering the question the respondents were to show this in an approximate proportion (out of 100 % personal time budget).

How do you usually use Internet time?

№	Usage form and number of respondents used it (in %)	No more than 50 % of personal time budget	Approximate 50 % of personal time budget	More than 50 % of personal time budget
1	Net communication	8,33	72,44	19,23
2	Information search for school reports	10,26	10,90	78,85
3	Just “walking in the Internet”, se news	59,62	29,49	10,90
4	Play computer games	75,64	17,31	7,05
5	Watch films or serials	13,46	28,85	57,69

Answering the question “How often do you enter Internet sites in order o get necessary information?” 39,74 % of the Chinese school-children do it every day; 3 times a week — 15,3 % of respondents; do not use these kinds of services — 1,92 %.

Do the Chinese parents control the process? “Yes” — answer 65,38 % of respondents; “no” only almost 18 % (17,95); everything depends on why I use the Internet,— answered 16,67 % of quizzed. It is evident that in China there are stricter requirements to the studies of a child, particularly to his computer communication. This very position is monitored in all researched age groups, though the high school students are significantly “grown-up” children.

It is evident that the global informational support with inevitability brings to the formation of a new culture of the society. This culture, as the modern stage of development demonstrates, appears to be very aggressive in regards to the traditional cultures. Thus, resolving problem of schoolchild’s personality information security providing should bear a complex system character and to be administered on different levels. On the administrative level it means a creation of a compatible legislation base providing a serious responsibility for information sadism. On the institutional level a lot depends on the educators of the social sciences and, especially, of the social teacher,

a professional, who becomes a key figure in the providing of the information security of the educational environment. How? Through realization of the target social and pedagogical programs, preventive activity as an agitator and propagandist in the school group and family, through organization of interaction of different levels specialists responsible for security, working out and realization of individual programs in providing help to schoolchildren suffered from the information impact (destructive organization activities, religious cults or unfair information and other factors).

Serious individual work of a social educator should help to form an information culture of a schoolchild aiming to increase his “informational immunity” to the negative information, sowing hate and destruction. For this kind of complex work a social tutor needs a special training that in its turn dictates a review of the training contents and forms of the modern specialist providing a favorable socialization of the modern schoolchild.

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